



Behaviour Policy

'Learning to Live, Living to Learn'

Introduction

This document is a statement of the aim, principles and strategies for behaviour at Hartlip Endowed Church of England Primary School.

Learning to live! Living to Learn!

Inspired by our founder Mary Gibbon, we are a welcoming, nurturing community, providing the opportunity for each person to recognise and fulfil their God given gifts and abilities. Through a creative, inclusive curriculum, we inspire all to be lifelong learners, equipped with the skills needed to be thankful, generous members of society.

We believe that we all learn by making mistakes. Our behaviour policy is centred around this acceptance. We understand that we come from different backgrounds. In school we learn to live together with the acceptance that our behaviour has to be: **Good for me! Good for you! Good for everyone!**

Our Values governing our every day school life

Our Christian School Values are: Friendship, Forgiveness, Peace, Trust and Thankfulness

Friendship: As the Good Shepherd cares for every member of the flock, we live together in friendship. In learning to live, we accept that not every person may be our friend and at times, we may, like the Lost Sheep, lose our way. Despite our difficulties, we are all still members of the same flock. We care for each other and treat others in the way we would like to be treated ourselves.

Forgiveness: In order to live in friendship, we must learn forgiveness. We recognise that in living together, we will make mistakes. We understand that to live in friendship with each other, we must learn to forgive each other, in the same way that God forgives us:

“forgive each other, just as in Christ God forgave you.”

We teach that we learn from our mistakes. By forgiving others, we ensure that we live in friendship: “Be kind and compassionate to one another, **forgiving** each other, just as in Christ God forgave you.”

Peace: When living in friendship with each other and learning to forgive each other, we experience peace. This learning extends beyond our school community in to society. To live in a peaceful world, we need to cascade friendship and forgiveness.

Trust: As the sheep trust the shepherd to take care of them, we learn that Christians believe God takes care of us. Our school community is a safe environment where all can flourish. Children and parents trust staff to provide a nurturing, caring and safe environment where all can fulfil their God given gifts and abilities. Children, parents and staff trust the leadership of the school to ensure their safety in an environment whereby everyone can thrive. In the same way that a shepherd protects sheep from all harm and danger, the school does likewise for its members.

Thankfulness: Just as a sheep is thankful for the safety of a rich environment, so too are we thankful for our school community and all that it offers. We learn to be outward looking, thinking about ‘we’, as opposed to ‘me’. We try in all things to ‘give thanks,’ to be grateful for what we have and to give to others less fortunate than ourselves. We seek to serve and extend this learning in to a wider world, learning to live!



Explaining our Bible references

Our Vision at Hartlip School is embedded in the imagery of God/Jesus as the Good Shepherd. We draw upon these images in both the Old and the New Testament of the Bible. We believe that our daily living in school, directed by our values draws parallels to that of a shepherd taking care of his sheep.

We have one rule to add to our School Christian Values: we keep our hands and feet to ourselves.

As a Church of England School, we are committed to an education that enables people to live life in all its fullness and fulfils the words of Jesus in John 10:10: "I came that they might have life, and have it abundantly."

Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value.

Purpose of the Policy

This document provides a framework for the creation of a happy, secure and orderly environment in which children can learn and develop as caring and responsible people. It has been updated and reviewed in the light of the Pandemic. It is written for the benefit of all members of the school community, to allow each one to understand the policy of the school and to apply it consistently and fairly.

This policy is totally dedicated to ensuring that **all** children receive the teaching and learning they deserve to make the progress they are capable of.

This policy is written in compliance to Section 89 of the Education and Inspections Act:

1. The headteacher of a relevant school must determine measures to be taken with a view to:

- a) *Promoting, among pupils, self-discipline and proper regard for authority*
- b) *Encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils*
- c) *Securing that the standard of behaviour of pupils is acceptable*
- d) *Securing that pupils complete any tasks reasonably assigned to them in connection with their education, and*
- e) *otherwise regulating the conduct of pupils.*

At Hartlip School, we believe that we have to learn how to behave, both in our school community and in order to take our place in the wider society and the next steps that we take in life.

We teach that behaviour must be **good for me! Good for you! Good for everyone!** We are **curious NOT furious** when things go wrong and we support children to understand the reasons and feelings associated to inappropriate behaviours. We learn to recognise these and apply self-control. We support children to understand their emotions and recognise the zones of regulation. We adopt an approach of forgiveness and fresh starts.



2. The headteacher must in determining such measures:

- a) *act in accordance with the current statement made by the governing body under section 88(2)(a)*
- b) *have regard to any notification or guidance given to him under section 88(2)(b).*

3. The standard of behaviour which is to be regarded as acceptable must be determined by the headteacher, so far as it is not determined by the governing body**4. The measures which the headteacher determines under sub section (1) must include the making of rules and provision of disciplinary penalties (as defined by section 90)****5. The measures which the head teacher determines under subsection (1) may, to such extent as is reasonable, include measures to be taken with a view to regulating the conduct of pupils at a time when they are not on the premises of the school and are not under the lawful control or charge of a member of the staff of the school****6. The measures determined by the head teacher under subsection (1) must be in the form of a written document as follows**

- a) *make the measures generally known within the school and to parents of registered pupils at the school, and*
- b) *in particular, at least once in every school year, take steps to bring them to the attention of all such pupils and parents and all persons who work at the school (whether or not for payment).*

At Hartlip School, we share the behaviour policy with our parents each year as part of the home school agreement process.

Principles

Children want to be just like those they admire and love; their parents, teachers, brothers, sisters and classmates. We need to understand what is really happening when a child demonstrates inappropriate behaviour? We need to be **curious NOT furious!**

Is it because:

1. The child is unable to cope in a situation, or thinks that they are unable perform to expectations. We use the zones of regulation to support children with their understanding of how they are feeling in a situation.
2. The child is demonstrating learned behaviour. Language and behaviour is acquired by copying those around them, patterns from those they love because they want to be just like them.
3. As we join a school community, we need to learn what is **good for me! Good for you! Good for everyone!** We are: **Learning to Live! Living to Learn!** To share toys, take turns, be kind and be sensitive to others.

At Hartlip School, we believe that we are our children's advocates. We meet with all members of the school community, to understand their needs and interpret them

We need to ask ourselves: What does the child need? How can we help?

We believe in resisting all urges to punish the child for something s/he can't help. We do all that we can to prevent exclusion.



- We offer our children controlled choices: **I would like you to make a good choice: this or that?**
- We use principles of **first and next: first I would like you to.... Next...**
- We use the principle of 'I' This means us as the adult taking control of the situation: **I would like you to....**rather than expecting the child to conform in the form of 'you': **'How dare you!'**
- We use the zones of regulation to support children in understanding and owning their own feelings in any particular moment in time and planning how to improve from this point.
- We do not refer to children as, or use the word: **naughty**.
- We use restorative practices to resolve instances of inappropriate behaviour and conduct and conflict. All staff members are expected to adhere to this methodology and are well versed in the script with prompts of that on their person.

Aims

Our aims for behaviour are that all children will:

- ◆ develop a responsible and co-operative attitude towards work and towards their roles in society
- ◆ achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness
- ◆ take a pride and responsible interest in caring for their environment
- ◆ act in accordance to our school vision and values
- ◆ learn to be tolerant and understanding with respect for the rights, views and property of others
- ◆ ensure that everyone is kept safe in accordance to the management of Covid 19.

Responsibilities

All members of the school community (teaching and non-teaching staff, parents, pupils and Governors) work towards the school's aims by

- ◆ Implementing the current Covid 19 operational procedures to ensure the safety of all
- ◆ appreciating children and adults as individuals and respecting their rights, values and beliefs
- ◆ fostering and promoting good relationships and a sense of belonging to the school community
- ◆ providing a well-ordered environment in which all are fully aware of behavioural expectations
- ◆ offering equal opportunities in all aspects of school life and recognising the importance of different cultures
- ◆ encouraging, praising and positively reinforcing good relationships, behaviours and work
- ◆ not tolerating any conduct involving bullying or harassment
- ◆ helping to develop strategies to eliminate inappropriate behaviour both within and outside the classroom, and applying these consistently
- ◆ caring for, and taking a pride in, the physical environment of the school
- ◆ working as a team, supporting and encouraging one another
- ◆ acting in accordance to the school values
- ◆ adhering to restorative practice



The Management Team

(Governors, Headteacher and teaching staff) work towards the school's aims by

- ◆ overseeing and owning the current Covid 19 operational procedures to ensure the safety of all
- ◆ taking a lead in the establishment of the school ethos
- ◆ taking responsibility for the effect of teaching on pupils' behaviour and motivation
- ◆ monitoring and reviewing behaviour throughout the school, evaluating the success of this policy and ensuring that necessary revisions are undertaken
- ◆ Ensuring that all staff adhere to restorative practice
- ◆ recording and monitoring attendance and punctuality and responding in a supportive manner when either is poor
- ◆ recording and reporting incidents of serious misconduct
- ◆ taking active steps to ensure that buildings and grounds are secure and well maintained and that any damage is quickly rectified.
- ◆ acting in accordance to our school vision and values

Teachers work towards the school's aims by

- ◆ implementing the current Covid 19 operational procedures to ensure the safety of all
- ◆ providing a challenging and stimulating programme of study designed to enable all children to reach the highest standards of personal achievement
- ◆ recognising and being constantly aware of the needs of each individual child according to ability and aptitude
- ◆ enabling children to take increasing responsibility for their own learning and conduct
- ◆ ensuring that learning is progressive and continuous
- ◆ being good role models - punctual, well prepared and organised
- ◆ taking quick, firm action to prevent one child inhibiting another's progress: **Good for me! Good for you! Good for everyone!**
- ◆ providing opportunities for children to discuss appropriate behaviour
- ◆ working collaboratively with a shared philosophy and commonality of practice.
- ◆ acting in accordance to our school values
- ◆ adhering to restorative practice

Pupils work towards the school's aims by

- ◆ acting in accordance to the current Covid 19 operational procedures to ensure the safety of all
- ◆ attending school regularly
- ◆ being punctual and ready to begin lessons on time
- ◆ being organised - bringing necessary kit, taking letters home promptly, returning books efficiently
- ◆ contributing to the development of the school's code of behaviour
- ◆ conducting themselves in an orderly manner in line with this code
- ◆ taking growing responsibility for their environment and for their own learning and conduct.
- ◆ taking growing responsibility towards the well-being and confidence of younger children.
- ◆ acting in accordance to our school visions and values
- ◆ responding to restorative practice



Parents can work towards the school's aims by

- ◆ supporting and upholding the current Covid 19 operational procedures to ensure the safety of all
- ◆ ensuring that children attend school in good health, punctually, and regularly (avoiding holidays during term time)
- ◆ providing prompt telephone calls and/or letters to explain all absences
- ◆ providing support for the discipline within the school and for the teacher's role
- ◆ being realistic about their children's abilities and offering encouragement and praise
- ◆ participating in discussions concerning their children's progress and attainments
- ◆ ensuring early contact with school to discuss matters which affect a child's happiness, progress and behaviour
- ◆ taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, hearing reading, and assisting in learning of tables and spellings
- ◆ allowing children to take increasing personal and social responsibility as they progress throughout the school
- ◆ accepting responsibility for the conduct of their children at all times.
- ◆ Acting as a role model to their child at all times
- ◆ Acting in accordance to our school vision and values
- ◆ Adhering and responding to restorative practice

In order to develop good partnership with parents the school will

- ◆ encourage regular informal contact between parents and teachers who are accessible to parents via the dojo messaging system, by phone or zoom.
- ◆ have good communication channels including regular newsletters from school
- ◆ hold Assertive Mentoring sessions (parent/child/teacher consultations) three times per year.
- ◆ hold an induction programme for children entering Reception
- ◆ have a clear policy for children with special needs which involves parents (see Special Needs Policy)

The school will provide children with opportunities to discuss appropriate behaviour through

- ◆ promoting the School Vision and Values at the heart of everything
- ◆ exercising restorative practice
- ◆ Using the zones of regulation
- ◆ a School Council of pupils and staff which meets regularly
- ◆ a programme of Personal and Social Education designed to promote mutual respect, self-discipline and social
- ◆ a programme of Health Education which includes work on relationships and feelings
- ◆ a programme of Religious Education (RE) which includes ethical and moral issues (see RE Policy)
- ◆ Circle Time, a forum for discussion held in every classroom whenever the need arises

In order to promote appropriate behaviour

- ◆ staff will act as role models
- ◆ staff will offer guidance to children including praise and encouragement
- ◆ the school will make provision of a curriculum designed to stretch and engage each child
- ◆ classroom organisation will facilitate independent working
- ◆ the school will encourage and appreciate children who act as positive role models
- ◆ adhere to restorative practice



- ◆ Classes will implement the whole school behaviour systems for rewards appropriate to their aged cohort
- ◆ The whole school community uses the zones of regulation

To eliminate inappropriate behaviour the school will

- ◆ provide clear guidelines on responding to behavioural issues which have been developed by and have the full commitment of, all teaching and non-teaching staff
- ◆ undertake conscientious supervision of pupils at all times
- ◆ adhere to restorative practice
- ◆ use the zones of regulation
- ◆ respond rapidly to incidents of bullying and racial or sexual harassment
- ◆ tackle persistent inappropriate behaviour through the special needs procedure (see Special Educational Needs Policy)
- ◆ Contact parents over **proven** instances of offensive language. (See Appendix 1)

To promote care of the physical environment we may

- ◆ display children's work to enhance the environment, engage children's commitment to the environment and increase self esteem
- ◆ involve children, parents, Governors and representatives of the wider community in the planning and, where practical, the implementation, of developments to the school environment
- ◆ request the commitment of donated funds to developments to the school environment
- ◆ provide a variety of security measures including movement sensitive lighting and alarm systems.

Lunchtime Supervision

- ◆ The headteacher and in her absence, the deputy headteacher, is responsible for the lunch period

1) Prior to receipt of meals, the Class team will:

- a) Ensure every child has washed their hands
- b) Wipe down all tables with an antibacterial spray
- c) Seat children to await the start of their lunch
- d) Lead the children in prayer before eating lunch

2) Prior to receipt of meals, the Midday Meals supervisor will:

- a) Ensure each classroom is provided with a jug/s of water
- b) Start to collect children from classes in accordance to the timetable

3) On receipt of meals, the Midday Meals supervisor will:

- a) Ensure that children are well mannered and safe as they await receipt of meals
- b) Ensure that children are well mannered as they receive their meals

4) The teaching team will:

- a) Ensure all children are well mannered when eating
- b) Ensure all Covid Compliant procedures are in place. Specifically:
 - **Children MUST NOT touch other children's food**
 - **Children MUST NOT touch other children's cutlery or packaging.**



5) On finishing eating, the teaching team will:

- a) Ensure if children have packed lunch boxes that all packaging/uneaten food is placed back in the lunchbox
- b) Store securely the packed lunch boxes going home
- c) Ensure there is supervision for the children to leave the classroom and go and play in outside.

6) On finishing eating, the Midday Meals Supervisor will:

- a) Oversee children return their own plates and cutlery and scrape their food.
- b) Visit all classes when they are empty, sweep the floor if required, and wipe the tables.

Procedure for Policy Monitoring and Evaluation

This policy was reviewed and updated in October 2022
Next review –October 2023



Appendix 1:

OFFENSIVE LANGUAGE LETTER

Dear Parents,

Offensive Language in School

Child's Name

Date

I am writing to you in accordance with our behaviour policy which requires the school to notify parents of any proven instances of offensive language.

Your child today said:

I would be grateful if you could talk to your child and make it clear that in school and society such words are not to be used because they are offensive to those who hear them.

Thank you for your support.

Yours sincerely,

Mrs T Jerome
Headteacher



Appendix 2

Strategies for Dealing with Inappropriate Behaviour

	Behaviour examples	Sanctions	Comments/strategies
Stage 1	minor rule-breaking	<p>Tell a child that they have broken a school rule</p> <p>Explain to the child why the rule is in place and why it is important.</p> <p>Set the expectation that now the learning has taken place, we expect the rule to be adhered to moving forward.</p> <p>If there is loss of learning work may be sent home to complete.</p> <p>If there is an immediate repeat of the inappropriate behaviour, the child is given time out.</p>	<p>The behaviour is dealt with at the time and wherever possible not carried over in to the next session. All staff endeavour to ensure that any dealings with behaviours or indeed consequences do not interfere or impact on learning.</p> <p>A member of staff will spend time with the child (not in learning time), explaining what school values have been compromised and how in working together, the behaviour will not be repeated. We talk about the zones of regulation and if the behaviour is: good for me! Good for you! Good for everyone!</p> <p>Parents to be advised of why this is the case.</p> <p>This could happen in the classroom, on the playground. The child is given a timer for an appropriate duration and is expected to integrate again when time is over.</p>



<p>Stage 2</p>	<p>Sustained low level disruption</p> <p>The above procedures will be followed in the first instance.</p>	<p>Should this not achieve the desired result and other children's learning is being disrupted then the child may need to be removed from the main body of the classroom for a short period of time.</p> <p>The Class TA/child's allocated 1:1 TA is responsible for taking the child to the identified area area and remaining with them until calm and ready to return to class</p> <p>The CT will advise parents that this has occurred during the course of the day and send home the work missed to be completed that evening at home</p>	
<p>Stage 3</p>	<p><u>Persistent Inappropriate Behaviour</u></p> <p>Should a child persist in behaving inappropriately this will prompt a behaviour meeting in school.</p>	<p>An action plan will be developed to address inappropriate behaviours and encourage positive ones.</p>	<p>If a marked improvement is not noted in the following term, the child may be referred to the LIFT (Local Forum Inclusion Team) and specialist advice or intervention sought.</p>
<p>Stage 4</p>	<p><u>Violent behaviour in school/child at risk of harm to self or others</u></p>	<p>Any fighting or deliberate hurting of another child/member of staff will result in the incident being fully</p>	<p>Professional judgements MUST be applied. However, the decision may be made for the exclusion policy to be applied. This is at the discretion of the</p>



		<p>recorded.</p> <p>Should a child leave the school grounds, the police will be called. Parents will be informed</p> <p>The matter will be referred to SLT.</p> <p>Parents will be informed</p> <p>School and parents will work together to place the appropriate professional support and intervention.</p>	<p>Headteacher and the decision is final.</p>
--	--	--	---

